

HOUSTON ELEMENTARY

1475 Skylyn Drive
Spartanburg, SC 29307

GRADES PK-6 Elementary School

ENROLLMENT 345 Students

PRINCIPAL Lynda Truluck 864-594-4448

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 38 | 55 | 5 | 0 |

IMPROVEMENT RATING:

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Unsatisfactory | N/A |
| 2002 | Average | Excellent | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Average | No |

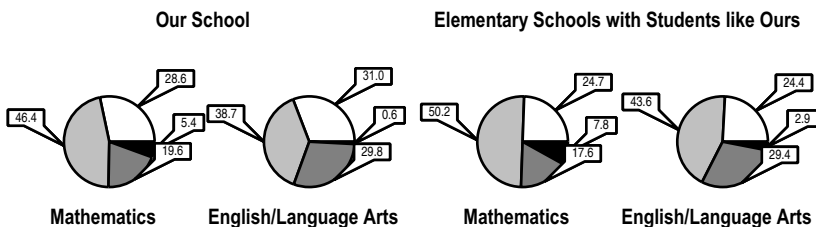
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 191 | 100.0 | 30.1 | 38.7 | 29.5 | 1.7 | 42.2 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 107 | 100.0 | 39.0 | 34.0 | 25.0 | 2.0 | 38.0 | | |
| Female | 84 | 100.0 | 17.8 | 45.2 | 35.6 | 1.4 | 47.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 75 | 100.0 | 20.9 | 35.8 | 38.8 | 4.5 | 52.2 | Yes | Yes |
| African-American | 111 | 100.0 | 36.6 | 41.6 | 21.8 | 0.0 | 33.7 | Yes | Yes |
| Asian/Pacific Islanders | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 149 | 100.0 | 22.6 | 41.6 | 35.0 | 0.7 | 48.2 | | |
| Disabled | 42 | 100.0 | 58.3 | 27.8 | 8.3 | 5.6 | 19.4 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 191 | 100.0 | 30.1 | 38.7 | 29.5 | 1.7 | 42.2 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 191 | 100.0 | 30.1 | 38.7 | 29.5 | 1.7 | 42.2 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 138 | 100.0 | 37.4 | 39.0 | 22.8 | 0.8 | 33.3 | Yes | Yes |
| Full-pay meals | 53 | 100.0 | 12.0 | 38.0 | 46.0 | 4.0 | 64.0 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 191 | 100.0 | 27.7 | 45.1 | 19.1 | 8.1 | 40.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 107 | 100.0 | 30.0 | 39.0 | 21.0 | 10.0 | 39.0 | | |
| Female | 84 | 100.0 | 24.7 | 53.4 | 16.4 | 5.5 | 42.5 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 75 | 100.0 | 20.9 | 40.3 | 22.4 | 16.4 | 56.7 | Yes | Yes |
| African-American | 111 | 100.0 | 33.7 | 49.5 | 14.9 | 2.0 | 27.7 | Yes | Yes |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 149 | 100.0 | 20.4 | 50.4 | 22.6 | 6.6 | 45.3 | | |
| Disabled | 42 | 100.0 | 55.6 | 25.0 | 5.6 | 13.9 | 22.2 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 191 | 100.0 | 27.7 | 45.1 | 19.1 | 8.1 | 40.5 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 191 | 100.0 | 27.7 | 45.1 | 19.1 | 8.1 | 40.5 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 138 | 100.0 | 33.3 | 46.3 | 16.3 | 4.1 | 32.5 | Yes | Yes |
| Full-pay meals | 53 | 100.0 | 14.0 | 42.0 | 26.0 | 18.0 | 60.0 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 43 | 100.0 | 24.2 | 36.4 | 39.4 | N/A | 39.4 |
| | Grade 4 | 53 | 98.1 | 36.2 | 36.2 | 25.5 | 2.1 | 27.7 |
| | Grade 5 | 46 | 100.0 | 48.7 | 28.2 | 23.1 | N/A | 23.1 |
| | Grade 6 | 54 | 100.0 | 37.7 | 49.1 | 11.3 | 1.9 | 13.2 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 58 | 100.0 | 19.3 | 29.8 | 49.1 | 1.8 | 50.9 |
| | Grade 4 | 42 | 100.0 | 26.8 | 56.1 | 17.1 | N/A | 17.1 |
| | Grade 5 | 52 | 100.0 | 40.0 | 40.0 | 20.0 | N/A | 20.0 |
| | Grade 6 | 39 | 100.0 | 47.2 | 33.3 | 19.4 | N/A | 19.4 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 43 | 100.0 | 15.2 | 75.8 | 6.1 | 3.0 | 9.1 |
| | Grade 4 | 53 | 100.0 | 33.3 | 39.6 | 25.0 | 2.1 | 27.1 |
| | Grade 5 | 46 | 100.0 | 35.9 | 46.2 | 15.4 | 2.6 | 17.9 |
| | Grade 6 | 54 | 100.0 | 34.0 | 47.2 | 15.1 | 3.8 | 18.9 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 58 | 100.0 | 28.1 | 49.1 | 17.5 | 5.3 | 22.8 |
| | Grade 4 | 42 | 100.0 | 29.3 | 56.1 | 12.2 | 2.4 | 14.6 |
| | Grade 5 | 52 | 100.0 | 32.0 | 44.0 | 22.0 | 2.0 | 24.0 |
| | Grade 6 | 39 | 100.0 | 30.6 | 36.1 | 19.4 | 13.9 | 33.3 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 345) | | | | |
| First graders who attended full-day kindergarten | 97.8% | N/C | 100.0% | 100.0% |
| Retention rate | 2.2% | Up from 1.8% | 3.4% | 2.7% |
| Attendance rate | 94.8% | Down from 95.3% | 96.1% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 1.6% | | 5.0% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.1% | | 3.6% | 3.5% |
| Eligible for gifted and talented | 14.1% | Down from 15.9% | 11.2% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 13.2% | Down from 15.3% | 9.1% | 8.2% |
| Older than usual for grade | 0.0% | N/A | 1.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.6% | Down from 0.8% | 0.0% | 0.0% |

| | | | | |
|---|-----------|-------------------|-----------|-----------|
| Teachers (n= 30) | | | | |
| Teachers with advanced degrees | 63.3% | Up from 60.0% | 46.5% | 51.4% |
| Continuing contract teachers | 100.0% | Up from 93.3% | 87.8% | 87.5% |
| Highly qualified teachers** | 96.2% | N/A | 95.8% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 90.9% | No change | 86.4% | 86.7% |
| Teacher attendance rate | 94.7% | Down from 95.4% | 94.6% | 94.9% |
| Average teacher salary | \$43,945 | Up 4.9% | \$39,921 | \$40,760 |
| Prof. development days/teacher | 16.5 days | Up from 13.5 days | 12.9 days | 12.4 days |

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 9.0 | Up from 7.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 15.8 to 1 | Down from 18.9 to 1 | 18.5 to 1 | 18.9 to 1 |
| Prime instructional time | 87.6% | Down from 89.5% | 89.5% | 90.0% |
| Dollars spent per pupil* | \$7,796 | Up 0.5% | \$6,079 | \$6,044 |
| Percent of expenditures for teacher salaries* | 62.0% | Down from 62.1% | 65.4% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 96.8% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.8% | 92.0% |
| Highly qualified teachers in high poverty schools** | 89.4% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | No |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Putting the needs of children first is the cornerstone of the Houston Elementary School community. Our goal each day is to provide a positive, inviting, and challenging learning environment that encourages each child to develop his potential. To this end, our progressive and talented faculty continues to work to implement cutting edge learning strategies to meet the needs of our students. Houston Elementary is truly a community of learners beginning with our teachers. Our faculty participated in the SC Reading Initiative class offered on site. Members of the administrative staff and several faculty members enrolled in the Adventures of the Mind course offered in conjunction with the Library of Congress at Furman University. This was in addition to the many graduate courses and professional development opportunities that our teachers participate in regularly.

Houston is no stranger to awards. We continue to enjoy our status as a School of Promise and received the Red Carpet Award in May of 2004. This award recognizes schools that are inviting and friendly both inside and outside the building. This was truly a team effort and acknowledges what occurs as a natural part of our day. We had several teachers who were winners of Junior League grants; these grants provided the winning staff members an opportunity to bring additional resources and activities to their students.

A huge debt of gratitude is extended to our community partners and parents who work tirelessly to meet the varying needs of our students. Thank you to St. Christopher's Episcopal Church, Spartanburg High School Service Learning students, and Mentoring for Success. These volunteers worked with small groups and individuals to develop the many talents of our student body. Houston Elementary School is a great place to be, and it is easy to see why "YOU CAN'T HIDE THAT HOUSTON HUSKEY PRIDE!"

Lynda Truluck, Principal

Alice Hurst, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 37 | 33 | 27 |
| Percent satisfied with learning environment | 97.1% | 87.5% | 80.8% |
| Percent satisfied with social and physical environment | 100.0% | 87.9% | 59.3% |
| Percent satisfied with home-school relations | 77.8% | 87.9% | 66.7% |

*Only students at the highest elementary school grade level at this school and their parents were included.